The Role of Empathy in Preparing Teachers to Tackle Bullying

1. Introduction

We will analyze the extent to which teacher empathy can help recognize and tackle bullying.

1.1 Post-primary school in Ireland

1.2 Survey

2. Methodology

2.1 Materials

Interpersonal Reactivity Index (IRI) (Davis, 1983) (Appendix A)

IRI measures 4 items: Perspective Taking (PT), Fantasy Scale (FS), Empathic Concern (EC); and Personal Distress (PD)

3. Results

IRI measures cognitive dimensions:

- Perspective Taking (PT): Score close to the mean.
- Fantasy Scale (FS): 15.7 Below, 4 Below, 6 Above
- Empathic Concern (EC): 16.5 Score close to the mean.
- Personal Distress (PD): 12.3 7 Below, 2 Above

They may find tackling bullying behavior distressing.

4. Discussion and Conclusions

It is imperative that students witness teachers addressing all bullying behavior in order to have confidence that their reports of bullying incidents will not go unheard, thus reinforcing a positive school climate.

Teacher empathy levels:

- Perspective Taking (PT)
- Fantasy Scale (FS)
- Empathic Concern (EC)
- Personal Distress (PD)

Teachers have empathy levels which allow them to tackle bullying.

Teachers can adopt a student’s point-of-view, understanding the students’ perspective.

Teachers’ empathy is an important factor for both intervention and prevention in tackling bullying situations.

Only quantitative data was gathered from one school, because of which conclusions cannot be generalized.

Limitations

Materials

Methodology

Results

Discussion and Conclusions

The Role of Empathy in Preparing Teachers to Tackle Bullying